TAMASSEE-SALEM MIDDLE P.O. Box 96 Salem, SC 29676 6-8 Middle School GRADES ENROLLMENT 148 Students Steve M.R. Moore 864-944-0444 PRINCIPAL SUPERINTENDENT Dr. Valerie Truesdale 864-638-4000 Harry B. Mays, Jr. 864-972-2136 BOARD CHAIR THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2004 REPORT CARD ABSOLUTE RATING: GOOD Absolute Ratings of Middle Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 0 10 23 7 0 IMPROVEMENT RATING: BELOW AVERAGE ADEQUATE YEARLY PROGRESS: YES This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Good	Good	N/A
2003	Good	Average	Yes
2004	Good	Below Average	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- •Good District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- •Average District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

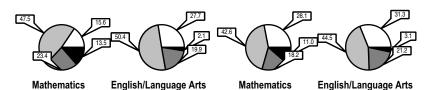
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Middle Schools with Students like Ours



Definition of Critical Terms

Advanced Very high score; very well prepared to work at next grade level; exceeded

expectations

Proficient Well prepared to work at next grade level; met expectations

Basic Met standards; minimally prepared, can go to next grade level

Below Basic Did not meet standards; must have an academic assistance plan; the local

board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP									
	Enrollment 1st	$-\tau$	% Below Basis	% Basic	% Proficient	% Advanced	% Proficient and Advanced ,	Performance Objective	Participation Objective M.
Englis	/ :h/Langua	,	<i>l</i> State Perf	ormance	/ Objective	= 17.6%			
All Students	158	100.0	27.7	50.4	19.9	2.1	30.5	Yes	Yes
Gender									
Male	80	100.0	38.2	47.4	13.2	1.3	18.4		
Female	78	100.0	15.4	53.8	27.7	3.1	44.6		
Racial/Ethnic Group									
White	151	100.0	27.0	51.1	19.7	2.2	30.7	Yes	Yes
African-American	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status				,			,		
Not Disabled	121	100.0	26.4	50.0	20.8	2.8	38.7		
Disabled	37	100.0	31.4	51.4	17.1	0.0	5.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	158	100.0	27.7	50.4	19.9	2.1	30.5		
English Proficiency		21/2	21/2	21/2	21/2	21/2	21/2	1/0	1/0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	158	100.0	27.7	50.4	19.9	2.1	30.5		
Socio-Economic Status		100.0	32.5	<i>EE</i> 0	11.7	0.0	22.4	Vac	Vas
Subsidized meals	90	100.0	21.9	55.8	11.7 29.7	0.0 4.7	23.4	Yes	Yes
Full-pay meals	08	100.0	∠1.9	43.8	29.7	4.7	39.1		ı

Mathematics - State Performance Objective = 15.5%									
All Students	158	100.0	15.6	47.5	23.4	13.5	46.8	Yes	Yes
Gender									
Male	80	100.0	18.4	47.4	27.6	6.6	47.4		
Female	78	100.0	12.3	47.7	18.5	21.5	46.2		
Racial/Ethnic Group									
White	151	100.0	16.1	46.7	23.4	13.9	46.0	Yes	Yes
African American	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	121	100.0	11.3	44.3	26.4	17.9	57.5		
Disabled	37	100.0	28.6	57.1	14.3	0.0	14.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	158	100.0	15.6	47.5	23.4	13.5	46.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	158	100.0	15.6	47.5	23.4	13.5	46.8		
Socio-Economic Status									
Subsidized meals	90	100.0	18.2	54.5	20.8	6.5	40.3	Yes	Yes
Full-pay meals	68	100.0	12.5	39.1	26.6	21.9	54.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	_			
			sh/Langua	age Arts							
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Grade 6	41	100.0	37.5	37.5	22.5	2.5	25.0				
Grade 7	49	100.0	22.7	52.3	22.7	2.3	25.0				
Grade 8	44	97.7	42.9	37.1	20.0	N/A	20.0				
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Grade 6	43	100.0	36.6	48.8	9.8	4.9	14.6				
Grade 7	52	100.0	35.3	49.0	15.7	N/A	15.7				
Grade 8	63	100.0	21.7	60.0	16.7	1.7	18.3				

Mathematics									
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 6	41	100.0	15.0	27.5	37.5	20.0	57.5		
Grade 7	49	100.0	15.9	36.4	25.0	22.7	47.7		
Grade 8	44	100.0	25.0	44.4	19.4	11.1	30.6		
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 6	43	100.0	17.1	43.9	17.1	22.0	39.0		
Grade 7	52	100.0	25.5	43.1	23.5	7.8	31.4		
Grade 8	63	100.0	16.7	55.0	18.3	10.0	28.3		

Tamassee-Salem Middle				3701024
School Profile				3701024
SCHOOL PROFICE	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 148)				
Students enrolled in high school credit courses (grades 7 & 8)	57.5%	Up from 0.0%	13.1%	14.6%
Retention rate	1.9%	Up from 1.4%	3.1%	3.0%
Attendance rate Students with disabilities other than speech taking PACT (ELA) off grade level	97.1% 19.0%	Up from 97.0%	95.8% 6.2%	95.9% 5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	18.3%		5.7%	5.3%
Eligible for gifted and talented	11.9%	Up from 7.6%	16.7%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	26.3%	Down from 28.5%	14.5%	13.9%
Older than usual for grade	5.4%	Up from 2.2%	3.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.6%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 3)				
Teachers with advanced degrees	33.3%	No change	44.8%	48.7%
Continuing contract teachers	100.0%	Up from 83.3%	85.5%	81.7%
Highly qualified teachers**	100.0%	N/A	91.5%	90.4%
Teachers with emergency or provisional certificates	0.0%		6.0%	5.3%
Teachers returning from previous year	N/A	N/A	85.5%	85.1%
Teacher attendance rate	95.2%	Down from 96.5%	95.2%	94.8%
Average teacher salary Prof. development days/teacher	I/S 13.2 days	Down 100.0% Up from 11.2 days	\$39,775 10.8 days	\$40,566 11.0 days
School				
Principal's years at school	1.0	Down from 8.0	3.0	3.3
Student-teacher ratio in core subjects	17.9 to 1	Up from 8.5 to 1	20.8 to 1	21.3 to 1
Prime instructional time	90.6%	Down from 91.8%	89.3%	89.3%
Dollars spent per pupil*	\$8,105	Up 68.0%	\$5,721	\$5,821
Percent of expenditures for teacher salaries*	56.5%	Down from 56.8%	60.8%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences SACS accreditation	96.7% Yes	Down from 99.0% No change	94.9% Yes	95.0% Yes
Character development program * Prior year audited financial data are reported.	Average	N/A	Average	Good
		Our District		ate
Highly qualified teachers in low poverty		91.0%		.0%
Highly qualified teachers in high povert	y schools**	N/A		.1%
		State Objective	e Met State	Objective

^{**}NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

65.0%

95.3%

Yes

Yes

Highly qualified teachers in this school**

Student attendance in this school

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Tamassee-Salem Middle School continues to strive toward a goal of being a small rural middle school that represents excellence. Continuous improvement in PACT scores and participation in literature and writing contests, Biology Merit Exams are among these achievements. Implementing the Accelerated Reader program this year encouraged many young people to utilize the media center to read. Wireless laptop computers encouraged these young people to explore the internet and brought new enthusiasm to the use of the media center.

Under the direction of a new guidance counselor, students and teachers met in small groups to discuss opportunities and needs of students. Likewise, students and teachers were trained in peer mediation and peer resolution as part of the character education program and assisted in service projects along with the high school students (grades 6-12 are on the same campus). Students participated in the Healthy Ventures program and were a valuable asset in assisting the high school being named 2004 Healthy Ventures High School of the year for Oconee County. A walking club was implemented with the assistance of nursing students from Clemson University to promote healthy lifestyles and choices. Students continued to participate in the recycling program in part with becoming more aware of the community needs around them.

The School Improvement Council made great strides to strengthen its committee this school year. Meeting each month, the SIC discussed the strategic plan and ways to honor students for their achievements. An award was given by the SIC to the student who accumulated the most points participating in the Accelerated Reader program. Also, the Salem Lion's Club sponsored the Eagle Pride program to honor student achievements.

The administrative team utilized the department chairs to focus on a new direction and assist the curriculum leadership team to develop more opportunities for projects across the curriculum. Standards in Practice was used by members of the faculty to develop and enhance projects for students.

We are accredited by the Southern Association of Colleges and Schools.

Steve M.R. Moore, Principal Tina Winkler and Janet Gibson, Co-Chairs for SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS							
	Teachers	Students*	Parents*				
Number of surveys returned	12	51	40				
Percent satisfied with learning environment	81.8%	68.0%	85.0%				
Percent satisfied with social and physical environment	91.7%	82.4%	74.4%				
Percent satisfied with home-school relations 50.0% 86.3% 77.5%							
*Only students at the highest middle school grade level at this school and their parents were included.							